

# Assessment Schedule – Aromatherapy

## Practical Assessment

### Conditions

This summative assessment is to be carried out within the Otago Polytechnic student massage classroom.

This is an open-book test.

### Resources

Students are expected to provide drapes and oil.

The massage table, aromatherapy oils and any additional equipment that may be required will be provided by Otago Polytechnic.

### Assessor Guidelines

A student must meet all of the criteria for competency (C) to be **competent** in the assessment.

A student must meet 75% of the criteria for merit (M) to be given a **merit** for this assessment. Marks towards merit should only be given when the student demonstrates greater than average competency.

### Learning Outcomes

This integrated assessment aims to assess the following learning outcomes

1. Demonstrate knowledge of the principles of aromatherapy
2. Demonstrate knowledge of an introductory range of essential oils and carrier oils for aromatherapy
3. Blend essential oils and carrier oils to create a synergistic blend
4. Use essential oils and carrier oils for topical application and inhalation.

Student name: \_\_\_\_\_

| EVIDENCE                                                                                                                                                                                                                                                                                                                                                                                          | JUDGEMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | C<br><input checked="" type="checkbox"/> | M<br><input checked="" type="checkbox"/> |
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| <p><b>Consultation</b></p> <p>“Therapist” interviews “client” to determine their needs and condition with respect to aromatherapy treatment.</p> <p>The results of that interview including client goals, medical condition, and contraindications are described to the assessor</p> <p>The assessor asks the “client” for their perspective on the accuracy of the “therapist’s” description</p> | <p>The student describes their client’s goals to the assessor</p> <p>The student describes their client’s medical condition and identifies any contraindications to aromatherapy treatment (if any)</p> <p>The “client” agrees that the student’s description describes their goals and medical condition.<br/>(0 = To some degree    1 = Well    2= Perfectly)</p>                                                                                                                                                                                                                                                                |                                          |                                          |
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| <p><b>Create a synergistic aromatherapy blend</b></p> <p>Student blends essential oils and carrier oils to create a synergistic blend based on the identified client’s needs</p> <p>Student describes the intended purpose of the blend and the composition of the blend to the assessor.</p>                                                                                                     | <p>The intended purpose of the blend is aligned with the client’s goals</p> <p>The selection of oils are safe with respect to the client’s medical condition</p> <p>The selection of blended oils is aligned with the intended purpose of the blend</p> <p>The dosage of blended oils is appropriate according to the intended effects</p> <p>The consistency and base of blended oils (including creams, lotions, moisturizers or conditioners) matches the intended method of use</p> <p>The blend chosen demonstrates a comprehensive understanding of the principles of aromatherapy, and the qualities of essential oils.</p> |                                          |                                          |
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| <p><b>Apply essential oils</b></p> <p>Student uses essential oil blend for topical application or inhalation</p> <p>Student describes how their selected blend and/or method of application would be altered to accommodate the needs of one of the following client groups</p> <ul style="list-style-type: none"> <li>• Pregnancy</li> <li>• Babies and children</li> <li>• Elderly</li> <li>• People with a diagnosed or undisclosed health condition</li> </ul> | <p>The method of application is appropriate given client goals and medical condition</p> <p>The site of application is appropriate given client goals and medical condition</p> <p>Student's description of alteration of their massage blend ensures that the blend is safe given client conditions</p> <p>Student's description of alteration of their massage blend demonstrates a comprehensive understanding of the principles of aromatherapy, and the qualities of essential oils with respect to the indicated client condition</p> |  |   |
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| <b>Competent / Not Competent</b>                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Marks towards a merit: / 10</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |   |